# Staying, Leaving, and Returning

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https://uepc.utah.edu/recent-work/k-12/teachers-leaders/

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# UEPC Policy Work: Teachers

# Utah Teacher Turnover Rates, All Teachers 2013-2014 and 2014-2015

## Overall

**19%**
Moved to a new school or left teaching

**12%**
Left teaching

**7%**
Moved to a different school

Source: CACTUS, Utah State Board of Education

## School Type

**31%**
Turnover rate for charter schools

**18%**
Turnover rate for traditional public schools

## Title I Status

**23%**
Title I Schools

**18%**
Non-Title I Schools

Schools that have a higher percentage of students who are identified from low income households, Students of Color, and students who are English Language Learners also had higher teacher turnover rates.

# Utah Teacher Turnover by Characteristics, 2013-2014 and 2014-2015

TURNOVER rate similar for male and female

TURNOVER rate slightly higher for Persons of Color

TURNOVER rate highest among young teachers (25 and younger)

Special education teachers have higher rates of MOVING

Science teachers (secondary level) had the highest TURNOVER rates

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# Utah Teacher Turnover Rates for Beginning Teachers, 2008 Cohort

Cumulative leaving rate of beginning teachers whose first year teaching was in the 2007-08 school year.
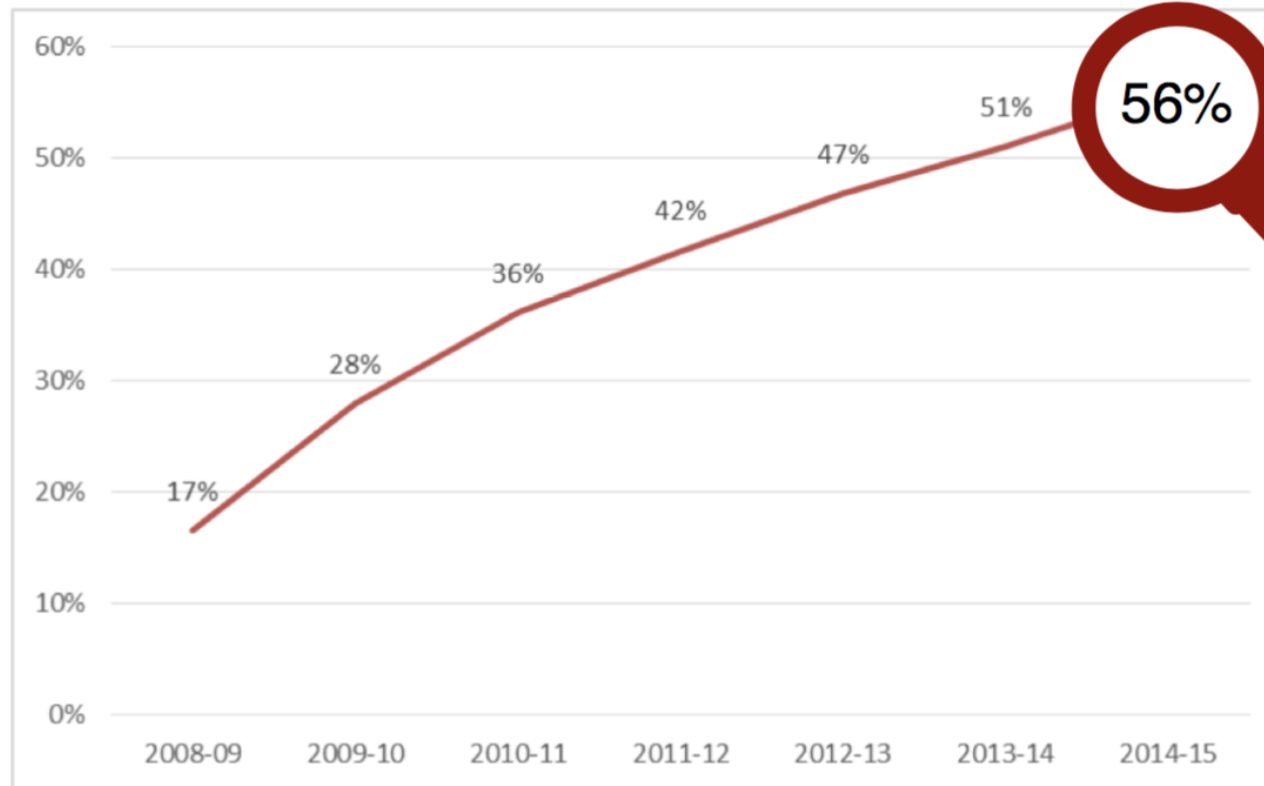


By 2014-15, 56% of the teachers who began in 2007-08 were no longer teaching in a Utah classroom

Source: CACTUS, Utah State Board of Education

# Leavers and Movers: Characteristics of 2008 Cohort of Beginning Teachers

Beginning teachers that leave at the highest rates:

Female

Persons of Color

Begin teaching at 25 years old or younger

Special education beginning teachers had lower rates of leaving, but higher rates of moving to other schools.

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# Who is More Likely to Leave or Move from Beginning Teacher Cohort?

| Beginning teacher characteristics | Leave | Move (frequency) | Between-LEA move |
|---|---|---|---|
| Gender | Female | Male | Male |
| Race | Non-white | Similar | White |
| Age | Age <=25 | 26-29 and 30-39 | <=25 and 26-29 |
| Teaching assignment | General ed. | Special ed. | General ed. |
| Secondary teachers | Math and other subjects | Science and math | Math and science |

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# STEM: Secondary Science Teachers Had the Lowest Leaving Rates, 2008 Cohort



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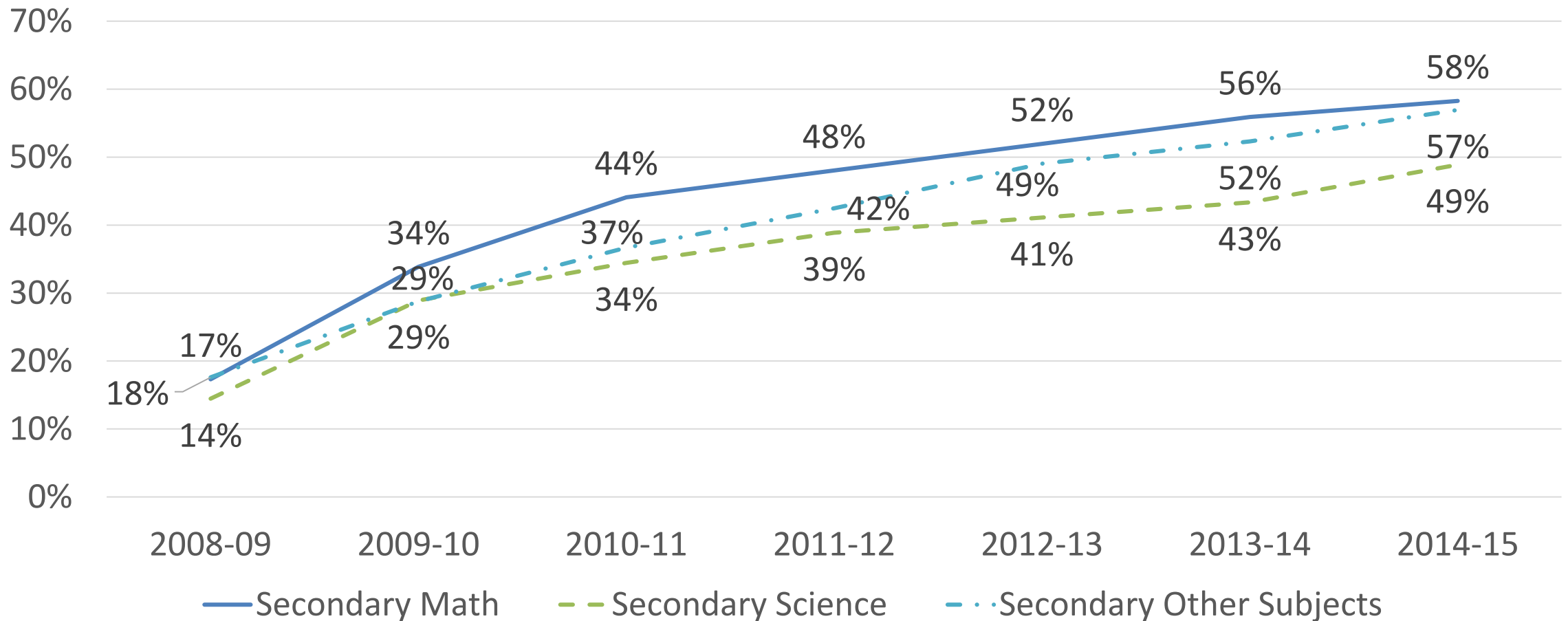
# 2008 Cohort: Where Did They Go

Of the beginning teachers who LEFT over the 8 year period:

**93%** were no longer in the Utah public education system.

**7%** moved into administrative or other specialist roles.

Of the beginning teachers who MOVED over the 8 year period:

**62%** moved to a school within their LEA.

**38%** moved to a different LEA school.

Of the beginning teachers during the 8 year period:

**8%** stopped teaching for at least a year and later returned.

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# ECAPS Usable Response Rates

Another 1,356 teachers started responding but stopped at the question which requested the respondent last name and CACTUS ID.

Legend:
- Stayers
- Returning
- New
- Movers
- Leavers

Pie chart values:
- 80% — 1628 (Stayers)
- 3% — 53 (Returning)
- 6% — 116 (New)
- 8% — 158 (Movers)
- 3% — 66 (Leavers)

**Total Response N = 2025**

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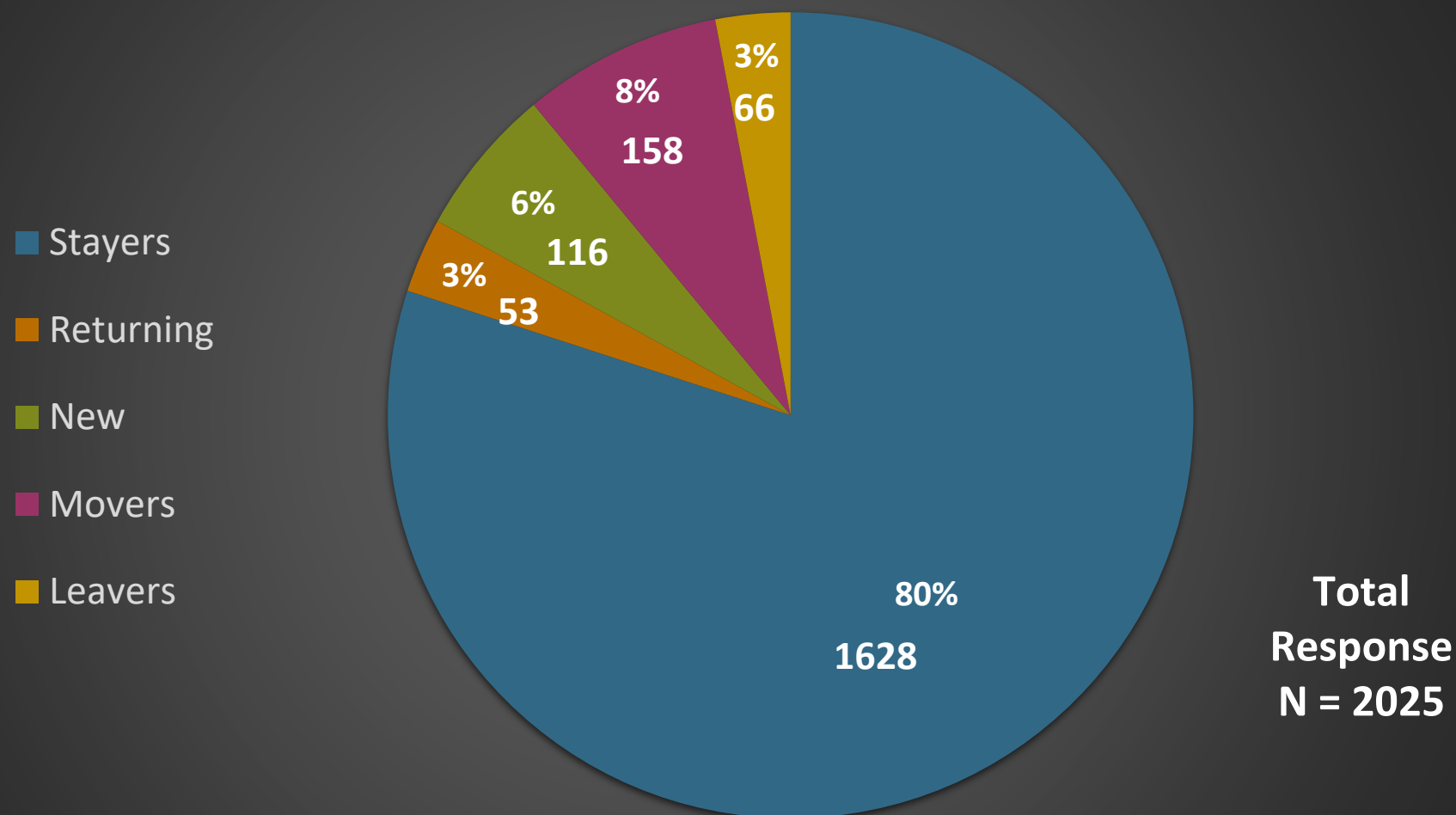
# Influential Factors in
# Becoming and Remaining a Teacher, ECAPS



**Top 5 Factors that Influence a Teacher's Decision to Become a Teacher**

- Desire to make a worthwhile difference in lives of children
- Desire to contribute to greater societal good
- Summers off/Convenience of Annual Work Schedule
- Subject matter interest or expertise
- Experience working with children/young adults
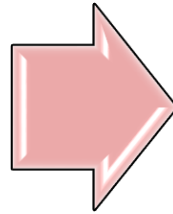


**Top 5 Factors that Influence a Teacher's Decision to Remain a Teacher**

- Desire to make a worthwhile difference in lives of children
- Summers off/Convenience of Annual Work Schedule
- Desire to contribute to greater societal good
- Subject matter interest or expertise
- Relationship with peers and colleagues

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# Top 10 Very and Extremely Satisfied School Factors , ECAPS

*Table 2. Top 10 School Factors that Stayers, Movers, and Leavers identified as Very or Extremely Satisfied*

| Rank | Stayers (n=1686) | % | Movers (n=151) | % | Leavers (n=64) | % |
|---|---|---|---|---|---|---|
| 1 | Colleagues | 79 | Colleagues | 64 | Intellectual challenge | 72 |
| 2 | Working relationships | 74 | Working relationships | 57 | Colleagues | 71 |
| 3 | How ethically I was treated | 73 | Autonomy over my classroom | 54 | Job security | 70 |
| 4 | Intellectual challenge | 71 | Intellectual challenge | 51 | Working relationships | 69 |
| 5 | Collaboration with colleagues | 69 | My job description or assignment | 50 | Collaboration with colleagues | 62 |
| 6 | My job description or assignment | 69 | Collaboration with colleagues | 50 | My job description or assignment | 58 |
| 7 | Autonomy over my classroom | 68 | Job security | 49 | Autonomy over my classroom | 58 |
| 8 | Expectations for my performance | 64 | Resources | 49 | How ethically I was treated | 57 |
| 9 | Job security | 64 | How ethically I was treated | 42 | Resources | 54 |
| 10 | Value and respect for me as a teacher | 63 | Protection of my teaching time | 41 | Expectations for my performance | 51 |

Note: % means percentages of teachers who were very satisfied or extremely satisfied with a specific factor.

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# Bottom 10 Satisfaction with School Factors, ECAPS

*Table 3. Bottom 10 School Factors that Stayers, Movers, and Leavers identified as Very or Extremely Satisfied*

| Rank | Stayers (n=1686) | % | Movers (n=151) | % | Leavers (n=64) | % |
|---|---|---|---|---|---|---|
| 1 | Reform measures | 14 | My compensation, benefits, or rewards tied to the performance of my students | 9 | Reform measures | 8 |
| 2 | My compensation, benefits, or rewards tied to the performance of my students | 17 | Salary | 14 | My compensation, benefits, or rewards tied to the performance of my students | 14 |
| 3 | Impact of assessment/ accountability on my teaching curriculum | 22 | Reform measures | 19 | Support I received to prepare my students for assessments | 16 |
| 4 | Support I received to prepare my students for assessments | 27 | Support I received to prepare my students for assessments | 22 | Salary | 19 |
| 5 | Student assessments/school accountability measures | 30 | Student assessments/school accountability measures | 25 | My time commitment | 21 |
| 6 | Insurance benefits | 30 | Impact of assessment/ accountability on my teaching curriculum | 27 | Student assessments/school accountability measures | 24 |
| 7 | Salary | 31 | My time commitment | 28 | Impact of assessment/school on my teaching curriculum | 25 |
| 8 | Communication timelines and relevance | 35 | My influence on school policies | 28 | Insurance benefits | 26 |
| 9 | Parent engagement | 36 | Student discipline and behavior | 29 | Feedback and/or coaching on instruction to improve my teaching | 29 |
| 10 | Student discipline and behavior | 37 | Feedback and/or coaching on instruction to improve my teaching | 32 | My influence on school policies | 29 |

# ECAPS: How long do you plan to remain in a position as a teacher?

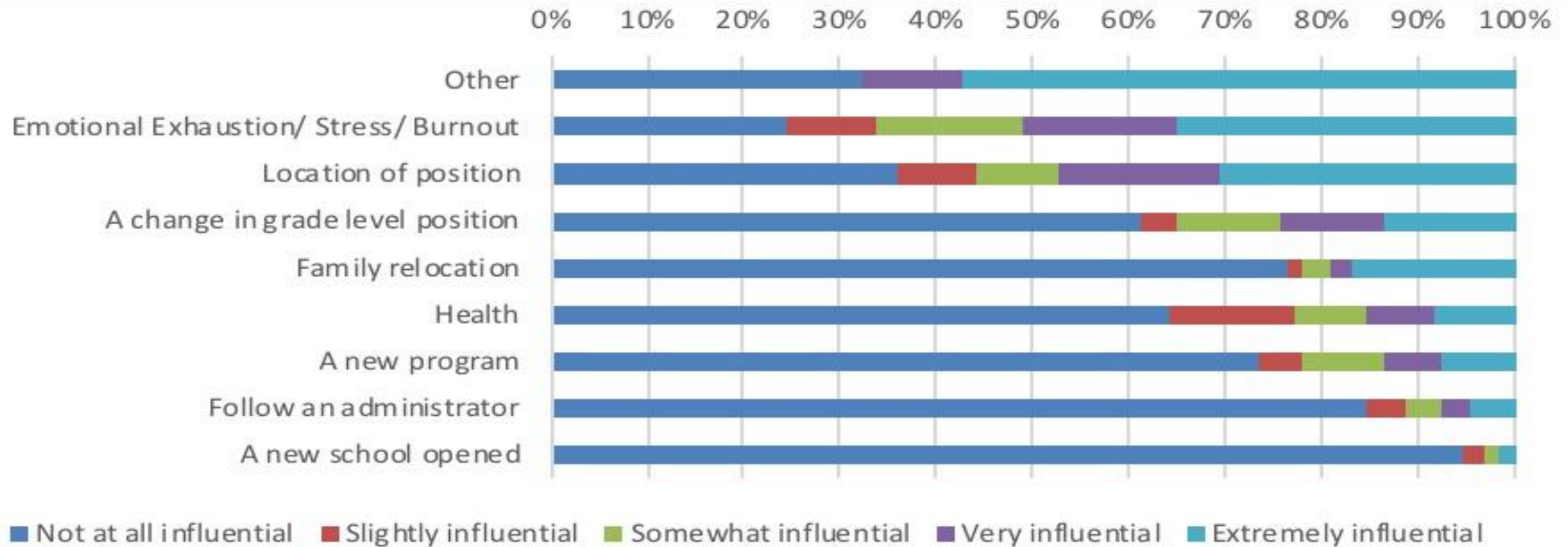|  | % | Response (N) |
|---|---|---|
| As long as I am able | 34.0 | 562 |
| Until I am eligible for retirement benefits from this job | 19.2 | 317 |
| Until a specific life event occurs | 7.0 | 116 |
| Undecided at this time | 19.0 | 313 |
| Until I get a promotion within education | 5.9 | 97 |
| Until I am eligible for Social Security benefits | 4.0 | 66 |
| Until I get a job within another field | 2.7 | 44 |
| Until my loans or debt are paid off | 0.8 | 14 |
| Until I am eligible for retirement benefits from a previous job | 0.2 | 4 |
| Other | 7.1 | 118 |
| Total | 100.0 | 1651 |

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# Career Movement

| | Applied for another position in education | Applied for another position outside of education |
|---|---|---|
| Yes, in the past 12 months | 15% | 8% |
| Yes, but not in the past 12 months | 25% | 24% |
| No | 60% | 69% |
| Total (N) | 1650 | 1650 |

# Most Influential Reasons for Moving

# Most Influential Reasons for Leaving

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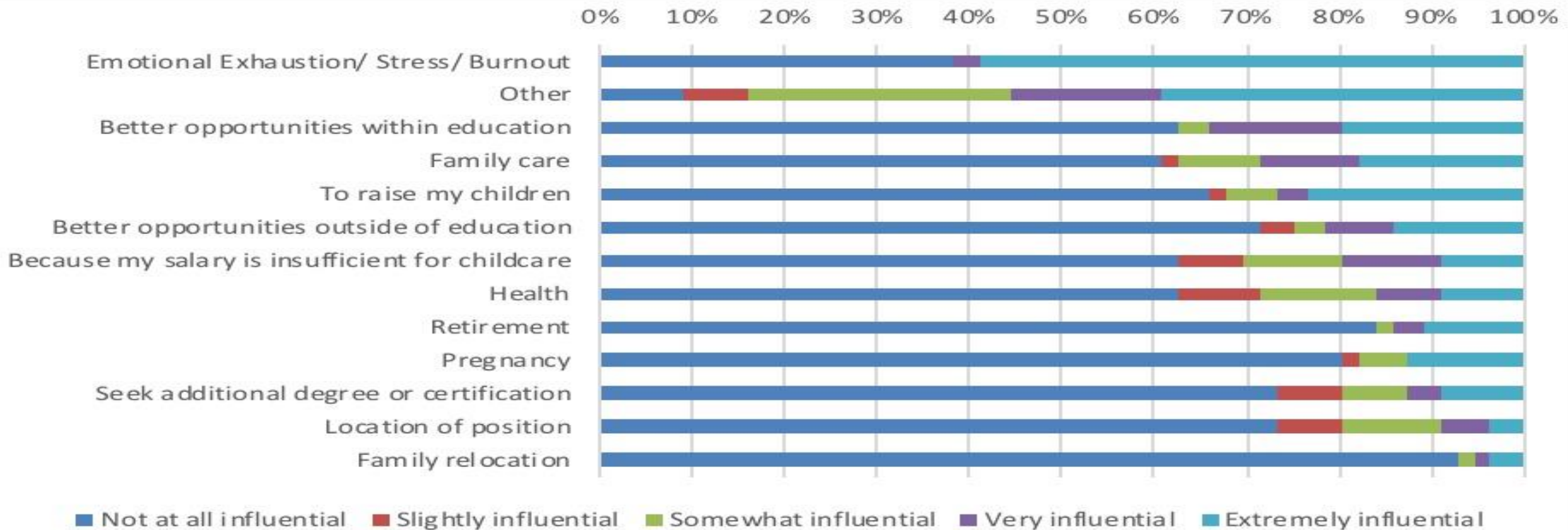
# Exploring Now

- Variations in responses of teachers by degree, experience, subject matter, and level

- Variations in responses of teachers by school characteristics (charter or not, location, Title I or not, school level)

- Analyze responses of open-ended questions in the survey

- Refine survey items (based on factor analysis) for future administration

- Utility of survey as employment entry and exit tool